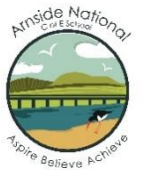


Arnside National C of E School
EYFS Progression of skills and assessment checkpoints



Personal, Social, Emotional Development

Self-regulation

Managing Self

Building Relationships

Self-regulation

Birth-Three

. Find ways to calm themselves, through being calmed and comforted by their key person.

- Engage with others through gestures, gaze and talk.
- Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.

. Find ways of managing transitions, for example from their parent to their key person.

. Feel strong enough to express a range of emotions.

. Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.

. Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.

- Be increasingly able to talk about and manage their emotions.

. Safely explore emotions beyond their normal range through play and stories. Are talking about their feelings in more elaborated ways: “I’m sad because” Or “ I love it when...”

Three- Four Years

. Increasingly follow rules, understanding why they are important.

. Do not always need an adult to remind them of a rule.

. Develop appropriate ways of being assertive.

. Talk with others to solve conflicts.

. Talk about their feelings using words like, ‘happy’ ‘sad,’ ‘angry’ or ‘worried’.

. Begin to understand how others might be feeling.

Reception

. See themselves as a valuable individual.

. Express their feelings and consider the feelings of others.

. Identify and moderate their own feelings socially and emotionally.

. Think about the perspectives of others.

Writing- ELG .

. **Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. PSED.S-R.ELG**

- **Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. PSED.S-R.ELG**
- **Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. PSED.S-R.ELG**

Managing own emotions and feelings.	I can calm myself and be calmed by others.	I can express myself e.g. smile, cry.	I am beginning to talk about my emotions and manage them.	I can explain my emotions in more detail and give reason for them e.g. I am sad because they stole my toy”.	I can confidently talk about my emotions using words such as ‘happy’ ‘sad’ ‘angry’ or ‘worried’.	I moderate my feelings and emotions e.g. calming down after being upset.	I confidently talk about my emotions and feelings and explain how and why I feel the way I do with good understanding. PSED.S-R.ELG
Understanding others emotions and feelings.	I engage with others, including to reach my own goals.		I am beginning to understand how others might be feeling through facial expressions and body language.		I consider the feelings of others e.g. going to children who are upset		I can understand why others may feel happy or sad because of events that have happened. PSED.S-R.ELG

Behaviour	I can find a way to cope when my parent leaves me.	I am growing in independence, but this can lead me to become frustrated.	I am developing my control and am beginning to turn take and impulses to push or hurt others.	I am following rules more without reminders.	I understand why we have rules.	I am assertive in appropriate ways and use talk to resolve conflicts.	I can work towards goals and show patience towards others and control my own behaviour without reminders from adults. PSED.S-R.ELG	I listen to the teacher and respond to them appropriately at all times. PSED.S-R.ELG	I follow instructions from my teacher, even when given several actions. PSED.S-R.ELG
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Managing Self

Birth-Three Establish their sense of self. . Express preferences and decisions. They also try new things and start establishing their autonomy.	Three- Four Years . Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. . Develop their sense of responsibility and membership of a community. . Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.	Reception . Show resilience and perseverance in the face of challenge. . Manage their own needs.	Writing- ELG . . Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. PSED.MS.ELG • Explain the reasons for rules, know right from wrong and try to behave accordingly. PSED.MS.ELG • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. PSED.MS.ELG
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Understanding myself, my preferences and emotions.	I can say what I want e.g. asking for a toy.	I can make simple decisions for myself e.g. having juice or milk.	I have a preference when playing e.g. small world or outdoors.	I am showing resilience in the face of challenges e.g. opening my drink.	I am confident when trying new activities. PSED.MS.ELG	I show perseverance in the face of challenge. PSED.MS.ELG
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Following rules	I talk about my emotions e.g. what has made me happy or sad.	I am becoming more responsible.	I am following the rules of my setting with reminders.	I follow rules without reminders.	I can explain the reasons for why we have rules. PSED.MS.ELG	I know right from wrong and I try to behave accordingly. PSED.MS.ELG
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Managing my needs and feelings.	I can express my needs e.g. Saying I am hungry.	I am beginning to understand I need to look after myself e.g. keeping safe, going to the toilet.	I am managing my own needs more frequently.	I am developing in confidence, independence, resilience and perseverance. PSED.MS.ELG	I am managing my own basic hygiene and personal needs e.g. dressing, toileting and healthy food choices. PSED.MS.ELG
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Building Relationships

Birth-Three Establish their sense of self. . Thrive as they develop self-assurance. . Look back as they crawl or walk away from their key person. . Look for clues about how to respond to something interesting. • Play with increasing confidence on their own and with other children because they know their key person is nearby and available.	Three- Four Years . Become more outgoing with unfamiliar people, in the safe context of their setting. . Show more confidence in new social situations. . Play with one or more other children, extending and elaborating play ideas.	Reception . See themselves as a valuable individual. . Build constructive and respectful relationships.	Writing- ELG . . Work and play co-operatively and take turns with others. PSED.BR.ELG . Form positive attachments to adults and friendships with peers. PSED.BR.ELG
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<ul style="list-style-type: none"> • Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. . Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. . Develop friendships with other children. 		<ul style="list-style-type: none"> • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. 		<ul style="list-style-type: none"> . Think about the perspectives of others. 		<ul style="list-style-type: none"> . Show sensitivity to their own and to other's needs. PSED.BR.ELG 	
Confidence	I am beginning to have confidence in myself. I am playing on my own and with others.	I show confidence when being taken out of my setting by my key person.	I am becoming more outgoing with unfamiliar people within my setting. I am showing more confidence when talking to new people.	I know people should listen to me just as I should listen to them.		I show confidence when playing and talking to adults and friendship peers. PSED. BR. ELG	
Friendships	I have created attachments in nursery to peers or my key person.	I am building friendships with other children.	I play with one or more children and converse with them to extend play.	I have multiple positive friendly relationships with children and adults in my setting.		I have formed positive adult and peer friendships. PSED. BR. ELG	I work and play co-operatively, including turn taking, with others. PSED. BR. ELG
Other's and their feelings.	I am building friendships with others.	I ask questions about people – including their differences between me and them.	I am beginning to find solutions to conflicts I am having e.g. when two people want the bike I use the timer to take turns.		I can think about the perspective of others		I show sensitivity to my own needs. I show sensitivity to others needs.. PSED. BR. ELG